

IOWA ARTIST **Paco Rosic**

TITLE **Paintings on the Ceiling**

GRADE LEVEL **Elementary**

These lesson plans are designed for art educators to adapt to the needs of their individual classes.

INFLUENTIAL ARTISTS

Michelangelo Buonarroti
Pablo Picasso

MATERIALS

Masking tape
Tempera paints/brushes
Large poster paper/butcher paper
Tables at a height comfortable for student artists to lie on the floor and reach the paper



Iowa artist Paco Rosic
Sistine Chapel interpretation, 1994

LESSON PLAN: ELEMENTARY

Paco Rosic

OVERVIEW

Paco Rosic deems that the best part of being an artist is that you do it for yourself and you paint what you want to paint. This Bosnian immigrant inspires us through his interpretations of other artist's work, including Michelangelo's Sistine Chapel. Mr. Rosic believes each artist has their own language and to interpret their work one must research the artist and look at their creations to discover their language. In this lesson students will identify what they want to paint and create their piece of art while working on the "ceiling."

Preview Paco Rosic's **Biography, Video Synopsis, Video** and **Images** of his work on the Iowa Arts Council web site www.iowaartscouncil.org/ and select resources appropriate for your adaptation of this lesson.

DISCUSSION QUESTIONS

- What inspires and influences Iowa artist Paco Rosic?
- How does Iowa artist Paco Rosic inspire you?
- What else inspires and influences you and your artwork?

INTRODUCTION

Iowa artist Paco Rosic says, "The best part of art for me is, I paint for myself. I paint from my heart." He sees art as a language, a different language than the spoken or written word. The teacher will facilitate a discussion about what students are inspired to paint and communicate. In this lesson students will examine what inspired Paco Rosic and what inspires them. Students will then create a painting on the "ceiling" of a table to connect to methods used by the artist Michelangelo and to communicate to others.

INSTRUCTIONAL OBJECTIVES

Students will:

- use inspiration and aspirations as the subject of an artistic creation
- compare and contrast interpretations of the Sistine Chapel and the work of Paco Rosic
- identify Michelangelo and images of the Sistine Chapel
- connect the internal artist to the works of Paco Rosic

PROCEDURES

1. Show the video of Paco Rosic. Ask students to watch for his techniques, methods and the information he shares about his inspirations. Conclude the video presentation with a discussion about the Michelangelo influence. Identify the Sistine Chapel as an inspiration, its location and that it took four years and was painted by the artist by lying on his back. Point out Mr. Rosic's country of origin, Bosnia, on a map as well as Waterloo, Iowa, where he currently resides.
2. Paco Rosic uses spray paint in his creation of art and has painted an interpretation Michelangelo's work on the ceiling of his restaurant in Waterloo, Iowa. Facilitate discussion surrounding what inspires them about Mr. Rosic's work. Compare techniques and work on the Sistine Chapel by Michelangelo and Paco Rosic's interpretation of this painting. Share the images of "graffiti" art produced by Mr. Rosic with the students.

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IOWA'S
CULTURAL
+
ARTISTIC
LEGACY
EVOLVES

Influence + Inspiration

LESSON PLAN: ELEMENTARY
Paco Rosic



3. Pose the question, is graffiti art or vandalism? Allow student to share their experiences with and perceptions of graffiti. The teacher may choose to hold a debate around the issue and allow students to research the technique and history of graffiti.
4. Refer to the introductory lesson about inspirations and influences. Ask students what inspires them as individuals. Connect to Mr. Rosic's statement that each artist has a language. Invite students to reflect what their language is and use graffiti to create a piece to communicate to others through their art.
5. Prior to students beginning to create their graffiti art, the teacher may choose to explicitly provide instruction on some or all of the following concepts and request these be implemented in their piece:
 - Principles of art including proportion, emphasis, variety, rhythm, pattern and unity
 - Lettering techniques commonly used in graffiti
 - Objective and non-objective design
 - Balance in design including symmetrical, asymmetrical and radial
6. The teacher may choose to provide a variety of materials for creation of this work including fabric spray paint, pastels, markers or pencils in creating this piece.
7. The teacher may choose to conclude this work by having students evaluate their piece, reflect and share their piece with their peers and connect their work to symbolism that is used to influence young adults.

RESOURCES

Internet

www.graffitifonts.net/

Definition of graffiti, fonts and lettering techniques

www.graffiti-letters.com/

History of graffiti and graffiti fonts and lettering techniques

www.msdssteuben.k12.in.us/jrider/elements_and_principles_of_art.htm

Definition of the principles of art

Images

www.pacorosic.com/

Images of Paco Rosic's work

www.theartfile.com/ArtFile/artists/michelangelo/sistenechapel.htm

The Sistine Chapel, Michelangelo

www.seattletimes.nwsourc.com/html/entertainment/2003271969

iowasistine23.html

Descriptive piece on Mr. Rosic's Sistine Chapel piece, the history, materials and conditions used

www.britannica.com/EBchecked/topic/459275/PabloPicasso#assembly=url~http%3A%2F%2Fwww.britannica.com%2FEBchecked%2Ftopic-art%2F459275%2F68752%2FPablo-Picasso

Images of Picasso

mv.vatican.va/3_EN/pages/CSN/CSN_Main.html

The Sistine Chapel ceiling

www.wga.hu/frames-e.html?/bio/m/michelan/biograph.html

"Printer-friendly" version of the Sistine Chapel

en.wikipedia.org/wiki/Graffiti

Graffiti images

National Standards | Iowa Standards

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

IOWA ARTIST **Paco Rosic**

TITLE **Graffiti**

GRADE LEVEL

Middle | High School

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INFLUENTIAL ARTISTS

Michelangelo Buonarroti
Pablo Picasso

MATERIALS

Poster paper
Pastels
Fabric spray paint



Iowa artist Paco Rosic
Sistine Chapel interpretation, 1994

LESSON PLAN: MIDDLE | HIGH SCHOOL

Paco Rosic

OVERVIEW

Paco Rosic deems that the best part of being an artist is that you do it for yourself and you paint what you want to paint. This Bosnian immigrant inspires us through his interpretations of other artist's work, including Michelangelo's Sistine Chapel. Mr. Rosic believes each artist has their own language and to interpret their work one must research the artist and look at their creations to discover their language. In this lesson students will identify what inspires them and use a variety of media to create artwork to define and describe themselves as artists.

Preview Paco Rosic's **Biography, Video Synopsis, Video** and **Images** of his work on the Iowa Arts Council web site www.iowaartscouncil.org/ and select resources appropriate for your adaptation of this lesson.

DISCUSSION QUESTIONS

- What inspires and influences Iowa artist Paco Rosic?
- How does Iowa artist Paco Rosic inspire you?
- What else inspires and influences you and your artwork?

INTRODUCTION

Iowa artist Paco Rosic says, "The best part of art for me is, I paint for myself. I paint from my heart." He sees art as a language, a different language than the spoken or written word. The teacher will facilitate a discussion about what inspires Mr. Rosic and what inspires students. In this lesson students will examine what inspired Paco Rosic, compare aerosol art and graffiti to other art forms and then create a piece of artwork using aerosol art.

INSTRUCTIONAL OBJECTIVES

Students will:

- use inspirations, influence and self concept to create graffiti art
- compare and contrast interpretations of the Sistine Chapel and the work of Paco Rosic
- define graffiti and discuss whether or not it is art
- consider balance and art principles when creating artwork
- identify Michelangelo and images of the Sistine Chapel
- connect the internal artist to the works of Paco Rosic and use aerosol art or spray paint to create a piece of art

PROCEDURES

1. Show the video of Paco Rosic. Ask students to watch for his techniques, methods and the information he shares about his inspirations. Conclude the video with a discussion about the Michelangelo influence. Identify the Sistine Chapel as an inspiration, its location and that it took four years and was painted by the artist by lying on his back. Point out Mr. Rosic's country of origin, Bosnia, on a map as well as Waterloo, Iowa where he currently resides.
2. Paco Rosic uses aerosol paint in his creation of art and has painted a ceiling interpretation Michelangelo's work. Facilitate discussion surrounding what inspires the students about Mr. Rosic's work, compare techniques and work on the Sistine Chapel by Michelangelo and Paco Rosic's interpretation of this painting. In this lesson students will experience lying on their back as they create.

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Influence + Inspiration

LESSON PLAN: MIDDLE | HIGH SCHOOL
Paco Rosic



3. Ask students to consider what they want to paint and create a sketch for a painting.
4. Students gather supplies for painting under a table in the classroom.
Discuss techniques for using paint in this unique situation. (Paint should be relatively thick, put a minimal amount on the brush, wear a paint shirt, etc.)
5. Cover the undersides of tables with poster paper and instruct students to lie down under the table to create their paintings on the “ceiling of the tables.”
6. Culminate with having students share their work in groups, learning how their peers ‘read’ their work and comparing the challenges and difficulties and limitations of using this painting method.

RESOURCES

Internet

www.theartfile.com/ArtFile/artists/michelangelo/sistenechapel.htm

The Sistine Chapel, Michelangelo

www.pbase.com/sebastian1x/image/60769238

The Sistine Chapel, Michelangelo

www.seattletimes.nwsources.com/html/entertainment/2003271969

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